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ABSTRACT

This checklist is intended for use by teachers in identifying student competency levels as they pertain to the developmental process of career education while identifying special areas requiring additional teaching concentration. It can direct teachers in infusion of career education concepts into their developed classroom curriculum or aid in planning and implementing the career education component of the student's Individualized Education Plan. The 10 "Goal Statements for Career Education" developed by the California State Department of Education serve as the distribution basis for the specific career education competencies included in the checklist. These 10 goal statements are categorized and assigned to one of the four basic developmental stages of the career education learning process: awareness (self-awareness, occupational awareness, attitude development, educational awareness, economic awareness), orientation (consumer competencies, career orientation), exploration (career planning and decision making, career exploration), and preparation (career preparation). One other category is also included--basic survival skills (basic life and survival skills). (To use the checklist, the teacher signifies which career education competencies the student is felt to have already obtained by marking the appropriate grade level column on that page of the checklist.) (YLB)

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OFFICE OF THE RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

CAREER EDUCATION COMPETENCY CHECKLIST

for the Learning Handicapped

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CAREER EDUCATION COMPETENCY CHECKLIST

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INTRODUCTION

The Career Education Competency Checklist is designed to direct teachers in the infusion of career education concepts into their developed classroom curriculum. In addition, the checklist can serve as an aid in planning and implementing the career education component of the student's Individualized Education Plan (IEP).

The use of this checklist will enable teachers to more quickly identify student competency levels as they pertain to the developmental process of career education while identifying specific areas requiring additional teaching concentration.

Because of the developmental, life-long, nature of the career education process, it is inaccurate to assume that the completion of this checklist signifies the end of the need for career education. Rather, the design of this guide is directed at the attainment of specific competencies that will supplement the overall learning process, complementing the student's efforts toward a fulfilling and satisfying role in society.

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INSTRUCTIONS

The ten "Goal Statements for Career Education", developed by the California State Department of Education, have served as the distribution basis for the specific career education competencies included in this checklist. In addition, the ten goal statements have been categorized and appropriately assigned to one of the four basic developmental stages of the career education learning process: 1) The Awareness Stage; 2) The Orientation Stage; 3) The Exploration Stage; and 4) The Preparation Stage.

In the utilization of this checklist, it is advised that teachers do the following:

(1) Signify which of the career education competencies the student is felt to have already obtained by placing an "X" in the appropriate grade level column of that page of the checklist.

(2) Concentrate teaching efforts on the attainment of the remaining career education competencies not yet demonstrated by the student.

Many of the career education competencies included in this checklist are, by no means, easily observable. In fact, some of the student competencies will require purely subjective assumption on the part of the teacher. In that the primary purpose of this instrument is to aid teachers in the identification of students' general career educational needs, the subjectivity of this checklist should not interfere with its overall usefulness, yet must be continuously considered.

In the pages that follow, the grade levels associated with the particular developmental stages are merely for the purpose of stating the emphasis of those grade levels. Realistically, all students travel through this process at their own rate and, in fact, do so many times during their lives. In addition, every stage in this process overlaps the others, and at no particular point in time is the student encountering only one of these developmental stages.

AWARENESS STAGE

The initial educational emphasis in the developmental career education process concentrates specifically on student awareness.

The Awareness Stage serves as the primary focus of career education all through the elementary school years. During these years students in kindergarten through the sixth grade are encouraged to develop personal self-awareness and an overall awareness of the environment and society in which they live. The specific objectives within the Awareness Stage include: Self Awareness, Occupational Awareness, Attitude Development, Educational Awareness, and Economic Awareness. Whereby the Awareness Stage is of primary importance during the elementary years, the importance of awareness extends all through life, demanding continuous development.

DEVELOPMENTAL STAGE: AWARENESS OBJECTIVE: SELF AWARENESS

The Student:	GRADE LEVEL												
	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
1. Is aware of personal feelings and the differing feelings of fellow students.													
2. Can differentiate between the characteristics of self and others (sex, height, weight, age).													
3. Is aware of personal interests and dislikes.													
4. Is aware of personal abilities and inabilities.													
5. Is aware of personal needs and wants.													
6. Is aware of the difference between personal needs and wants.													
7. Views self in terms of own daily activities.													
8. Displays a healthy and developing self-esteem.													
9. Changes actions when mannerism disrupts others.													
10. Shows respect for the property and rights of others.													
11. Works productively as a group member.													
12. Demonstrates an understanding of personal importance as an individual and as a group member.													
13. Displays a development of sound personal morals and principles.													

ADDITIONAL OBSERVATIONS: _____

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DEVELOPMENTAL STAGE: AWARENESS **OBJECTIVE:** OCCUPATIONAL AWARENESS

The Student:	GRADE LEVEL												
	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
1. Can list three duties carried out by family members in the home.													
2. Can tell of three jobs that he or she performs at home.													
3. Can discuss the responsibility of school chores.													
4. Can give the correct name for the occupations of family members.													
5. Can list three duties of family members in their occupations outside of the home.													
6. Can identify job roles of various community helpers.													
7. Can tell two things that a worker does for five different occupations.													
8. Can identify roles of those in authority (teacher, police, principal, president, parent).													
9. Indicates an understanding of the fourteen career clusters (United States Office of Education).													
10. Can describe entry level positions and work skills associated with a selected career cluster.													
11. Can describe businesses as they relate to particular career clusters.													

ADDITIONAL OBSERVATIONS:

DEVELOPMENTAL STAGE: AWARENESS **OBJECTIVE:** ATTITUDE DEVELOPMENT

The Student:	GRADE LEVEL												
	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
1. Obeys class and school rules.													
2. Can identify the responsibilities of a "good" student (acceptance of constructive criticism, improvement of performance, etc.).													
3. Works on tasks for social approval.													
4. Works on tasks for monetary gain.													
5. Works on tasks for personal sense of accomplishment.													
6. Demonstrates a desire to work on assigned tasks.													
7. Recognizes the need for jobs in the home and at school.													
8. Accepts correction when wrong.													
9. Demonstrates development of healthy personal morals and principles.													
10. Asks for help when needed.													
11. Works well without supervision or guidance.													
12. Is reliable in both attendance and punctuality.													
13. Is developing a desire to participate in future employment.													

ADDITIONAL OBSERVATIONS:

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DEVELOPMENTAL STAGE: AWARENESS **OBJECTIVE:** EDUCATIONAL AWARENESS

The Student:	GRADE LEVEL												
	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
1. Realizes that the development of education fundamentals is a crucial step in the career education process.													
2. Acknowledges the educational process as a life-long preparation for further career advancement.													
3. Understands that learned educational experiences simulate actual work activities.													
4. Acknowledges education as an important element in one's ability to change from one career direction to another.													
5. Can identify instructional programs or specific courses related to a particular career interest area.													
6. Is aware that different occupational areas require various amounts of education and/or training.													
7. Is aware of the various high school education programs available to him or her.													
8. Is aware of how much schooling people with similar test scores and grades complete.													
9. Is aware of the numerous college, community college and technical/vocational programs available.													
10. Is aware of the required subject areas and specific courses for his or her particular high school program.													
11. Has chosen elective courses that will help to clarify his or her interests and abilities.													

ADDITIONAL OBSERVATIONS:

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DEVELOPMENTAL STAGE: AWARENESS **OBJECTIVE:** ECONOMIC AWARENESS

The Student:	GRADE LEVEL												
	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
1. Can identify coins (penny, nickle, dime and quarter).													
2. Can count pennies through 5¢.													
3. Can identify the cent (¢) sign.													
4. Can identify the dollar ($) sign.													
5. Can count coins through 50¢.													
6. Can specify the total value of any two coins.													
7. Can select a coin which represents a specified written value.													
8. Can identify bills through $20.00.													
9. Can give the names of coin and bill units through $100.00.													
10. Can count change through one dollar.													
11. When given the cost of two items, can identify which item cost more or less.													
12. Places the decimal point in the correct position when writing dollars and cents.													
13. When given orally an amount of money, can write the corresponding numeral (1¢ through $99.00).													
14. Can correctly make change.													

ADDITIONAL OBSERVATIONS:

ORIENTATION STAGE

The Orientation Stage is the concentration of the career education process for students at the seventh and eighth grade levels. The educational objectives for this developmental stage consist of Consumer Competencies and Career Orientation.

It is during the Orientation Stage of the career education sequence that the student actually applies his or her recently obtained awareness. Through knowledge of personal interests, abilities, and a general understanding of the career world, the student is able to "orient" his or her personal qualities to future employment considerations and appropriate activities and involvements.

DEVELOPMENTAL STAGE: ORIENTATION **OBJECTIVE:** CONSUMER COMPETENCIES

The Student:	GRADE LEVEL												
	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
1. Demonstrates an understanding of how to manage a checking account (write checks, balance checkbook, write deposit slips, etc.).													
2. Can identify the uses of a savings account (including simple concepts of interest).													
3. Can develop a household budget, based on his or her personal needs and wants.													
4. Can identify concepts of time payments and other basic credit arrangements (including concepts of interest).													
5. Can identify "lay-away" shopping.													
6. Can identify the differences in obligations when borrowing money from a bank or from a small loan company.													
7. Can identify appropriate uses and protection of credit cards.													
8. Can identify many of the economic benefits of working (paying rent, purchasing power, car payments, utilities, etc.).													
9. Can calculate to find the best price among two similar products in different sized packages.													
10. Demonstrates an ability to control impulsive purchases in order to save money for a more desirable item.													

ADDITIONAL OBSERVATIONS: _____

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DEVELOPMENTAL STAGE: ORIENTATION **OBJECTIVE:** CAREER ORIENTATION

The Student:	GRADE LEVEL												
	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
1. Can discuss what he or she likes and dislikes about particular jobs in and around the house.													
2. Can discuss what he or she likes and dislikes about particular school chores.													
3. Can tell why he or she likes a specific occupation.													
4. Can tell what occupations he or she would not like and why (choosing from a list of occupations).													
5. Can discuss why community helpers are necessary.													
6. Can identify basic requirements for community jobs.													
7. Can tell what he or she likes and dislikes about two community jobs.													
8. Can identify common benefits associated with employment.													
9. Can discuss how personal interests and abilities relate to preferred occupations.													
10. Can identify necessary education and/or training for preferred occupations.													
11. Can identify an appropriate entry-level position in a chosen career field or cluster.													
12. Can choose, from a list, the appropriate equipment and materials for the completion of a common task.													
13. Is aware of several occupations that use his or her personal interests and abilities.													
14. Is aware of several occupations which could help satisfy his or her personal values, needs, and wants.													

ADDITIONAL OBSERVATIONS:

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EXPLORATION STAGE

The third step of the career education process is the Exploration Stage. It is during this emphasis that the students first take the responsibility for their own career development.

During the ninth and tenth grade levels, the student confronts the career education objectives of Career Planning & Decision-Making and Career Exploration. It is in the course of the Exploration Stage that the student starts to focus his or her interests and abilities on a few specific occupations or career clusters. From this exploration perspective, the student begins a detailed examination of specific occupations, the education and/or experience requirements, and the typical life-styles that accompany the investigated occupations. Once an adequate career exploration process has occurred, the student will begin to make intelligent and appropriate career and life decisions.

DEVELOPMENTAL STAGE: EXPLORATION **OBJECTIVE:** CAREER PLANNING AND DECISION MAKING

The Student:	GRADE LEVEL												
	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
1. Has given consideration to his or her personal values in regard to the career decision making process.													
2. Has considered how important money and status are to him or her and uses that understanding in the career planning process.													
3. Has included an understanding of the types of things that he or she enjoys doing in the career planning process.													
4. Has considered what he or she wishes to contribute to society in the career planning process.													
5. Has considered the employment outlook (job availability) in his or her career planning and decision making process.													
6. Demonstrates a willingness to assume the responsibility for career planning and decision making.													
7. Is aware that he or she must make own decisions, but is still willing to take and actively seeks out advice.													
8. Has set challenging yet achievable goals.													
9. Has discussed career choices with parents, teachers and/or counselors.													
10. Has discussed financing of post high school training or education with parents, teachers and/or counselors.													
11. Has considered several different occupational alternatives.													
12. Has narrowed career possibilities to one or two choices.													
13. Has decided how many years of schooling, after high school, he or she is willing to complete.													
14. Has made definite plans as to what to do after the completion of high school.													

ADDITIONAL OBSERVATIONS: _____

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DEVELOPMENTAL STAGE: EXPLORATION **OBJECTIVE:** CAREER EXPLORATION

The Student:	GRADE LEVEL												
	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
1. Is aware of standard salaries in the occupations of his or her particular interest areas.													
2. Is aware of the current demand (employment outlook) for employees in his or her area or career interest.													
3. Is aware of the cost in terms of both time and money for the necessary training in his or her career interest area.													
4. Is aware of the ways in which people advance in the occupations of his or her interest.													
5. Is aware of the specific duties of the occupations of his or her personal interest.													
6. Is aware of the education and/or experience requirements for a chosen occupation.													
7. Has read books, hand-outs and pamphlets to find out more about particular occupations.													
8. Has made visits to community job sites.													
9. Has spoken with people in post high school training or work programs in the areas of personal interest.													

ADDITIONAL OBSERVATIONS: _____

PREPARATION STAGE

The fourth, and final, step in the career education process is the Preparation Stage. In this developmental phase, the eleventh and twelfth grade student is in the process of preparing for his or her chosen future career role.

The educational objective for the Preparation Stage is Career Preparation. In meeting this objective, the student acquires the necessary skills for employment directly from high school, meets the requirements for continued education, or prepares to proceed into a specialized vocational training program.

DEVELOPMENTAL STAGE: PREPARATION **OBJECTIVE:** CAREER PREPARATION

The Student:	GRADE LEVEL K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
1. Can work continuously on a task for a given and extended amount of time.													
2. Can successfully perform five school chores.													
3. Demonstrates good working habits.													
4. Can perform assigned tasks with the assistance of one-step verbal directions.													
5. Can perform assigned tasks with the assistance of two-step written directions.													
6. Displays acceptable personal hygiene habits and appearance in class.													
7. Can complete a job task accurately within a designated amount of time.													
8. Can correct an identified mistake without assistance.													
9. Uses evaluations to improve his or her own performance.													
10. Uses tools and materials correctly in the completion of an assigned task.													
11. Uses proper safety procedures when handling tools and equipment.													
12. Can identify reasons and proper procedures for using time clocks.													
13. Displays good attendance practices.													
14. Arrives on time for scheduled activities.													
15. Can provide appropriate responses to specific interview questions.													
16. Can fill out a job application form completely and accurately.													
17. Can identify several community resources for information about employment opportunities.													
18. Has prepared and finalized a current personal resume.													

ADDITIONAL OBSERVATIONS: _____

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BASIC SURVIVAL SKILLS

Beyond the realm of the standard career education objectives are some additional competencies that deserve special consideration. Basic Life and Survival skills are the abilities that all people, regardless of occupational choice, will need to obtain in order to exist in today's society.

It is the focus of this survival skill component to provide students with the ability to better respond to life's demands and function competently as a self-sufficient member in our advanced working world.